

HIST 143D: THE ARAB-ISRAELI CONFLICT

In Workflow

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Approval Path

1. Mon, 24 Jun 2019 11:06:38 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Thu, 23 Jan 2020 23:45:59 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
3. Wed, 12 Feb 2020 12:36:42 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
4. Wed, 12 Feb 2020 18:20:19 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
5. Mon, 09 Mar 2020 19:36:26 GMT
Robin Fisher (rfisher): Rollback to Initiator
6. Fri, 20 Mar 2020 20:15:54 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
7. Fri, 20 Mar 2020 20:22:00 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
8. Tue, 24 Mar 2020 21:48:28 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
9. Tue, 24 Mar 2020 23:01:30 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
10. Wed, 08 Apr 2020 18:29:36 GMT
Janett Torset (torsetj): Approved for Academic Services

New Course Proposal

Date Submitted: Wed, 11 Mar 2020 17:41:50 GMT

Viewing: HIST 143D : The Arab-Israeli Conflict

Last edit: Wed, 11 Mar 2020 17:41:49 GMT

Changes proposed by: Serpil Atamaz-Topcu (219695061)

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Catalog Title:

The Arab-Israeli Conflict

Class Schedule Title:

The Arab-Israeli Conflict

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2020 (2020/2021 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

143D

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Arab-Israeli conflict is an ongoing, controversial, and complex issue that concerns not only those living in the Middle East, but people all around the world. As it continues to generate a lot of violence, influence US and European domestic politics, and shape the relationship between regional and great powers, it occupies the world's attention and evokes strong emotions on a global scale across a diverse group of people. The Arab-Israeli conflict is such an integral part of the history of modern Middle East that it is impossible to understand the region without understanding the problems between Israelis, Palestinians, and the Arab countries. The conflict is also closely connected to the history of Europe and the United States, as it is intertwined with anti-Semitism, colonialism, socialism, holocaust, and the Cold War. Despite the significance, relevance, and the constant media coverage of the Arab-Israeli conflict, most people in the Western world have no real knowledge about the issue and its historical background. That is why a course on this topic is necessary for students, especially those who are interested in history, political science, humanities, ethnic or religious studies, journalism, business, and sociology. This course will also meet a significant need in the history department by increasing the number of writing intensive courses offered to students, which are currently very limited.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Overview of the Arab-Israeli conflict and its implications. Topics include colonialism, transition from empire to nation state, Jewish and Arab nationalism, secularism, religious revivalism, and identity.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

1. Explain the origins of the Arab-Israeli conflict
2. Demonstrate knowledge about the main events, themes, figures, and concepts in the history of the Arab-Israeli conflict
3. Describe the role of external powers in the emergence and evolution of the conflict
4. Explain how race, ethnicity, religion, class, gender, and age shape the experiences of ordinary people involved in the conflict
5. Analyze the main arguments of the various parties involved in the conflict
6. Demonstrate critical thinking and analytical writing skills

Attach a list of the required/recommended course readings and activities:

Hist 143D Reading and Activity List.pdf

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Quizzes: (#1,2,3,4)

Response Papers: (#4,5,6)

Final Exam: (#1,2,3,5,6)

For whom is this course being developed?

Majors in the Dept

Minors in the Dept

General Education

Majors of other Depts

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Writing Intensive

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST 143D Arab-Israeli Conflict.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The course is designed to meet the objectives of Area D, the cultural diversity requirements, and writing requirements, and its author is committed to upholding these standards. The class will have only one section and the author of this course proposal is the only person who will teach it.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The department chair (Jeffrey Wilson) and the Undergraduate Curriculum Committee (History Department) will make sure that the instructor teaching the course will comply with the Area D criteria.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

This course will discuss and analyze ethical and social values in relation to the historical conditions in which they were adopted and implemented. Studying the "Arab-Israeli Conflict" from the late 19th century to the present, it will demonstrate how the beliefs, ideals, values, and expectations of the parties involved in the conflict have changed over time due to both internal and external factors.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

This course will introduce students not only to the history of the Arab-Israeli conflict, but also to the sources and methods historians use to study the conflict. As a history course, it will particularly emphasize critical thinking, reading, and writing skills, and help the students learn how to analyze and construct arguments. This course will also require students to work with the main primary sources on the Arab-Israeli conflict and familiarize them with the ways in which historians evaluate the reliability and credibility of these sources.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

In addition to discussing the main historical developments related to the Arab-Israeli conflict, this course will demonstrate through examples how race, ethnicity, religion, class, gender, and age shape the experiences of ordinary people in the region. Students will not only learn about and discuss the impact of historical developments on people's daily lives through weekly readings, but also write short papers comparing the life stories of various people affected by the conflict, paying attention to the factors that helped shape their lives such as historical period, place or region of origin, class, race, gender, ethnicity, age etc.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Contextualizing social dynamics and issues is an essential part of this course, since it studies how the Arab-Israeli conflict has evolved over time. It places the issues in their historical and cultural context by analyzing them in connection to the specific circumstances of the time and place in which they developed and demonstrates their transformation over time in accordance with the changing circumstances. Some of the social dynamics and issues discussed in the course are immigration, labor, class conflict, unemployment, and violence.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

In this course, students will be required to write 5000 words of clear and logical prose in the following format:

Short Papers: The students will be expected to write ten response papers (500 words each) throughout the semester on selected readings. In each paper, students need to analyze and compare the life stories of ordinary people affected by the conflict, focusing on their forms of struggle and survival and paying attention to the factors that helped shape their lives such as historical period, place or region of origin, class, race, gender, ethnicity, etc. The purpose of these papers is to give students a better insight into the issues and people they are studying as well as to improve their critical thinking and writing skills.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

This course would be a great fit for the G.E. program, since it helps students to improve their reading, writing, and critical thinking skills; to learn how to formulate strong arguments; to find and work with appropriate sources; to develop an acquaintance of different cultures; and to gain an understanding of the diverse experiences of various groups in history.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on the basic skills and knowledge acquired by students in their foundation courses, such as the ability to write clearly and logically; to identify, evaluate, and construct arguments; to conduct research; and to develop an understanding of peoples from a diversity of cultures by reading, researching, talking, and writing about different aspects of the Arab-Israeli conflict. In addition to improving their intellectual and practical skills, the course will also increase students' intercultural knowledge and competence in their disciplines, especially those in humanities and social sciences, by familiarizing them with the main events, themes, figures, and concepts in the history of the Arab-Israeli conflict and demonstrating how people's experiences differ due to their race, ethnicity, religion, class, gender, and age.

The course must expand students' knowledge by examining complex issues.

Through a detailed examination of the ongoing and complex issue of the Arab-Israeli conflict, this course will expand students' knowledge about politics and society in the contemporary Middle East as well as about the region's interactions with Europe and the US between the nineteenth and the twenty-first century.

The course must expand students' abilities to reason logically and to write clearly in prose.

This course will expand students' abilities to reason logically and write clearly in prose by requiring them to write short response papers regularly throughout the semester, which analyze and compare the life stories of ordinary people affected by the Arab-Israeli conflict. Through these frequent, focused, and analytical writings, and the timely and detailed feedback provided by the instructor, students will have the opportunity to improve their writing and analytical thinking in subsequent papers.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

In this course, students will be required to write 5000 words of clear and logical prose in the following format:

Short Papers: The students will be expected to write ten response papers (500 words each) throughout the semester on selected readings. In each paper, students need to analyze and compare the life stories of ordinary people affected by the conflict, focusing on their forms of struggle and survival and paying attention to the factors that helped shape their lives such as historical period, place or region of origin, class, race, gender, ethnicity, etc. The purpose of these papers is to give students a better insight into the issues and people they are studying as well as to improve their critical thinking and writing skills.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

The instructor will provide detailed comments about the content, style, and analytical skills on each paper and meet with each student individually at least once in the semester to discuss their strengths and weaknesses by going over their writing assignments. The continuous and quick feedback students will receive from the instructor on their response papers will allow them to improve their writing skills in subsequent assignments.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

In this course, the writing assignments will be spread over the entire semester and all the writing will be due before the last two weeks of instruction. Students will be required to turn in ten short response papers (500 words each) over a period of fifteen weeks on selected weekly readings.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

The instructor will evaluate each writing assignment in a timely manner, and provide the students with detailed feedback about both the content and writing skills so that they can do better in subsequent assignments. The instructor will not only point out the students' mistakes regarding grammar, punctuation, and spelling, but also correct them and offer suggestions to improve their writing.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Jeffrey Wilson (jkwilson) (Thu, 23 Jan 2020 23:45:59 GMT):Rollback: Please see my comments sent by email.

Mark Ludwig (mdludwig) (Mon, 09 Mar 2020 17:51:59 GMT):From the A&L Curriculum Committee: Assessment strategies are too wordy; can simply be quizzes, papers, final exams, as tied to ELOs. You can drop attendance and participation for purposes of this form.

Robin Fisher (rfisher) (Mon, 09 Mar 2020 19:36:26 GMT):Rollback: Dear Serpil, please see Mark Ludwig's editorial requests on behalf of the Committee. Let me know if you have any questions. Best, Robin Fisher.

Key: 14058